Manhattanville College Mission Statement
To prepare students, through rigorous academic and co-curricular programs, for ethical and socially responsible leadership in a global community.

We are committed to:
- Ensuring the intellectual, ethical and social development of each student within a community of engaged scholars and teachers;
- Encouraging each student to develop as an independent and creative thinker in pursuing career and personal goals; and
- Providing a diverse, inclusive, and nurturing environment which develops in each student a commitment to service and leadership within a global community.

School of Education Mission Statement
The mission of the Manhattanville College School of Education, inspired by the College Mission statement, is to educate candidates to become ethically and socially responsible teachers and school leaders for participation in the educational community.

We are committed to doing that by:
- Ensuring the intellectual, ethical and social development of each candidate within a community of engaged scholars, teachers, and school leaders.
- Encouraging each candidate to apply his or her development as an independent leader and creative thinker to career and personal goals.
- Providing a diverse campus community whose members know, care about and support each other and actively engage the community beyond.
- Through professional and collaborative teaching, research, and self-governance, in cooperation with Liberal Arts and Sciences faculty, and in partnership with local educational agencies, we will model intellectual and ethical individual and institutional practice for our candidates
“Learn Today, Inspire Tomorrow” underscores the School of Education’s commitment to ensuring that students graduate as knowledgeable and skillful alumni who can readily and enthusiastically inspire their P-16 students and colleagues. This new tagline for the School of Education captures the essence of the faculty and administrative staff who, as a vibrant and collaborative team, learn from and inspire each other, with students as the beneficiaries.

Last fall the School of Education was granted accreditation at the initial-licensure level by the Council for the Accreditation of Educator Preparation (CAEP)! CAEP is the sole nationally recognized accrediting body for educator preparation. Manhattanville College School of Education is currently one of only twelve higher education institutions in New York State with this high honor.

CAEP accreditation is a testament to the stellar quality of our faculty, students, alumni, and programs. The CAEP visiting team members were positively impressed with the 100 stakeholders—students, alumni, school district representatives, faculty, and staff—they met because of the spirit and pride they demonstrated.

As accreditation recognizes our ability to meet professional standards, our program development and community outreach initiatives highlight our school’s unique capacity to build on our intellectual capital and socially-minded ways.

We have recent state approval for two new programs: the Master of Arts in Teaching in Health Education and the Masters of Professional Studies and Advanced Certificate in Applied Behavior Analysis (ABA). Students who complete the Health Education program will be eligible for certification to teach Health in K-12 schools. Students who complete the ABA program will be eligible for licensure as Behavior Analysts. The ABA program now is at two additional sites: Sara Schenirer Institute in Brooklyn, NY and the Anderson Center for Autism in Staatsburg, NY.

The ABA program is a component of a varied palette of School of Education program offerings through STEEL, which is an acronym for Specialized Techniques to Engage Each Learner. STEEL programs help teachers to have specialized skills for working with students’ diverse learning needs and challenging behaviors, whether the students are struggling readers, have ADHD, are on the autism spectrum, or have developmental disabilities. In addition to STEEL program offerings, the School of Education now offers the STEAM (Science Technology Engineering the Arts and Mathematics) Institute for Early Childhood Education, which provides professional development for early childhood educators and school leaders.

The growth of our doctoral program in educational leadership has been another significant enterprise. With its three pathways—P-12 leadership, All But Dissertation, and higher education leadership—the doctoral program boasts of high-powered students who are conducting noteworthy research about fascinating facets of schooling and leadership.

As diversity continues to characterize suburban schools, the School’s signature community outreach program, the Changing Suburbs Institute® (CSI), continues to thrive. This year’s evaluation found that teacher candidates placed in one of the CSI Professional Development Schools had statistically significant differences in perceptions from non-PDS teacher candidates. PDS candidates believe that their student teaching experiences enabled them to interact directly with students from diverse backgrounds and master teaching strategies that are effective with diverse learners. CSI’s parent outreach initiatives in these same schools continued to bring unprecedented numbers of Hispanic parents to our campus’s leadership conferences to help them engage with their children’s schools.

Unquestionably, the core body of our work is on student preparation and professional development. We are a full-service entity that prepares undergraduate and graduate students to teach P-12 students; assists currently practicing teachers to lead P-12 schools and districts and teach in different content areas and grade levels; and develops experienced teachers and leaders into researchers so that they can earn a terminal degree in our field.

The proof of our success is in the quality of their work in the field. The degree to which they apply their learning experiences with us to inspire their constituencies—whether students in a preschool classroom or teachers across an entire district—indicates how much they embody our school’s mission of being ethically and socially responsible teachers and leaders.

One thing is certain. Comments abound from educators throughout the mid-Hudson region and New York City about Manhattanville’s impressive, progressive, and dedicated students and alumni. As one principal said, “the teachers I hired from Manhattanville are phenomenal!” What more needs to be said?
Join us for these Fall 2019 events at the School of Education!

**Wednesday, October 16, 2019 – 4:20pm-6:00pm**
Distinguished Lecture Series presents a panel discussion with Caldecott Medal winner Jane Yolen, author of *Owl Moon*, Philomel Books editor Pat Gauch, author Heidi Stemple, and Judy Schoenherr, wife of *Owl Moon* illustrator John Schoenherr. Free and open to the public. Contact Linda Putorti at Linda.Putorti@mville.edu or (914) 323-3153 to RSVP.

**Saturday, October 19, 2019 – 8:00am-1:30pm**
Early Childhood Education Conference: *Hola, Konnichiwa, Bonjour! Celebrating English Language Learners in the Early Childhood Classroom* with keynote speaker Christian R. Solorza, Program Director, Dual Language Bilingual Education and TESOL Programs, Bank Street Graduate School of Education. Learn more and register online at www.mville.edu/ecaa.

**Tuesday, November 5, 2019 – 8:30am-3:00pm**
*Making Sense of Words, Phonics, Fluency and Engagement for K-5 Readers*, a professional development opportunity co-sponsored by The Rose Institute for Learning and Literacy, the Literacy and English Education Department, and Putnam/Northern Westchester BOCES. Contact Renee O’Rourke at Renee.ORourke@mville.edu or (914)323-5434 for further information.

**Friday, November 2, 2019 – 9:00am-2:30pm**
The 13th Annual Changing Suburbs Institute® Hispanic Parents Leadership Conference with keynote speaker Dr. Zoila Morrell, Associate Professor in Early Childhood and Childhood Education at Lehman College. Learn more at www.mville.edu/CSI.

**Saturday, December 14, 2019 – 8:30am-1:00pm**
Edcamp Westchester, a free professional development event for all educators and education students. For more information, visit edcampwestchester.weebly.com
in the Early Childhood Classroom

Spring 2019 brought a successful inaugural series of workshops for the School of Education’s STEAM Institute for Early Childhood Education. Founded and directed by Dr. Patricia Vardin, Director of Manhattanville’s Early Childhood Education program, the STEAM Institute offers ongoing workshops in the areas of science, technology, engineering, arts, and mathematics geared for both teachers and administrators working with young children as well as for parents. Saturday morning workshops this year delved into space exploration, using technologies in developmentally appropriate ways, and integrating STEAM through movement activities.

Dr. Kenneth Bechis, astrophysicist and former Chief Scientist in the Space Operations and Environmental Solutions Division and a Distinguished Technical Fellow in the Intelligence Systems Sector at Northrop Grumman, gave attendees an overview of space science and exploration at the April 6th workshop. Dr. Vardin then connected how space science knowledge could be applied in the early childhood classroom by leading participants in hands-on activities they could bring to their classrooms.

In Dr. Victoria Fantozzi’s March workshop, participants explored strategies to integrate technologies into the classroom in ways that encourage children to create, collaborate, and connect with each other and their families. And in May, Dr. Rhonda Clements, Director and Professor of the Graduate Program in Physical Education and Sports Pedagogy, together with Hofstra University professor Sharon Schneider, taught attendees a variety of dynamic movement activities to provide young children with the opportunity to explore and experience STEAM disciplines using their senses and bodies.

Workshops for this year will cover topics including robotics, creative mathematics, and new technologies, including coding in the early childhood classroom. The Institute is also collaborating with the Long Island Explorium Children’s Museum of Science and Engineering in Port Jefferson, NY.

Learn more about the institute and upcoming workshops at www.mville.edu/ece.

The Early Childhood Education Alumni Association will be hosting the 9th annual Early Childhood Education Conference on Saturday, October 19th on the Manhattanville Campus. This year’s topic is *Hola, Konnichiwa, Bonjour! Celebrating English Language Learners in the ECE Classroom.*

Learn more at www.mville.edu/ecaa.
The School of Education’s Changing Suburbs Institute® (CSI) is in its fourteenth year of helping school districts adjust to shifting demographics in student populations in order to improve educational opportunities for those students and close the achievement gap. CSI provides program development and professional development to schools, teachers, administrators, and families in districts with culturally and linguistically diverse student populations. Its major program components are professional development of teachers, teacher candidate development, K-12 student learning, and parent education.

A Professional Development School (PDS) is a PreK-12 school that partners with a college to prepare teacher candidates, provide professional development to faculty, improve instructional practice, and enhance student learning. PDS partners share responsibilities for professional development and blend their expertise and resources to meet shared goals in a real-world setting. At Manhattanville College’s School of Education, we now have 16 PDS partner schools in eight Westchester County school districts. A Manhattanville faculty liaison works with each school to tailor professional development and other programs for teachers and staff as well as families.

2019 Educational Forum

Teachers, administrators, students, and community members working with diverse learners were fortunate to hear Dr. Ronald Ferguson speak on “Achieving Excellence with Equity in Today’s Schools and Communities” at the 14<sup>th</sup> Educational Forum on March 22, 2019. Dr. Ferguson is the Faculty Director of the Achievement Gap Initiative at Harvard University, and is the creator of the Boston Basics, a learning initiative that focuses on five evidence-based parenting and caregiving principles that encompass much of what experts find is important for children from birth to age three.

The theme of the 2019 Educational Forum was STEEL: Specialized Techniques to Engage Each Learner (see sidebar on next page), with breakout sessions focusing on topics ranging from classroom management and helping students develop self-regulation to teaching strategies for diverse learners, cultivating resilience, and supporting undocumented students and their families. The forum was cosponsored by Putnam/Northern Westchester BOCES.

Hispanic Parent Conferences

In collaboration with CSI partner school districts of Bedford, Elmsford, New Rochelle, Ossining, Peekskill, Port Chester, and White Plains, CSI held two Hispanic Parent Leadership conferences this past year. The annual conferences are a key component of CSI’s mission and has helped to extend CSI’s impact deep within the local community.

Conducted entirely in Spanish, these conferences aimed to provide information for Hispanic parents on the U.S. educational system and on how they can become informed and collaborative advocates for their children’s education. In November 2018, close to 200 parents and school district leaders actively participated in CSI’s 12th Annual Hispanic Leadership Conference with keynote speaker Martha Lopez, Advocacy and Immigrant Affairs Assistant to the Westchester County Executive. Later in the year, the 10th Annual Hispanic Parent Leadership Conference on Special Education was held with the theme of “10 Years Later: The Impact of Our Voices.” Over 150 parents and other attendees participated in workshops focused on understanding the IEP, strategies to support children’s speech and language skills, community supports for families with special needs, and ways to talk to children about mental health issues and disabilities. The Hispanic Parent Leadership Conferences are cosponsored by the Hudson Valley Regional Bilingual Education Network.

Visit www.mville.edu/CSI for information on upcoming Changing Suburbs Institute® conferences.
Promoting **Parent Engagement**
in our Professional Development Schools:

**Symbiotic Liaisons at Mount Kisco Elementary School and Woodside Elementary School**

This year, Mount Kisco Elementary School (MKES) in the Bedford (NY) Central School District was thrilled to kick-off a third year of Parent University sponsored by the joint partnership between MKES and the Manhattanville College School of Education. When principal Inas Morsi-Hogans started her tenure as the Principal of MKES, one of her objectives was to provide support for her parents, including Spanish speaking families. By enlisting Professional Development School (PDS) liaison and adjunct professor Amy Stern as a PDS partner, Ms. Morsi-Hogans was able to bring this vision to life. In 2018 Mrs. Stern brought on board Susie Zachman, nutritionist and founder of Better Beginnings, a nonprofit organization dedicated to improving child health through diet to teach a workshop that provided parental guidance on building healthy nutrition habits for their children. This workshop was so successful that it has been repeated with new families in a six-week workshop designed to inspire, educate, and enable parents of young children to parent and feed in ways that encourage healthy habits in their children. This initiative is only one of a number of Parent University workshops that have taken place throughout the year through a PDS collaboration with Manhattanville.

At another Professional Development School, Woodside Elementary School in Peekskill (NY), PDS liaison and adjunct professor Felix Flores has been working with his PDS steering committee to run six yearly workshops for parents in both Spanish and English. Workshops topics range from supporting handwriting skills to the use of technology at home to understanding the social/emotional development of young children. To extend learning through the summer, Mr. Flores also invited community organizations, such as the local arts collaborative and the public library, to speak with parents about free and low-cost summer programs.

In addition, MKES and Woodside Elementary School were both able to benefit from an exchange of talent from their liaisons. Over the winter of 2018-2019, MKES Parent University continued with a Parent Advocacy Workshop delivered in five two-hour evening sessions taught by Mr. Flores. He discussed topics such as communication, resources, homework, and discipline. In exchange, Mrs. Stern, also a Putnam/Northern Westchester BOCES Mindfulness and Social and Emotional Learning consultant, taught a series of Mindfulness introductory workshops for teachers at Woodside Elementary. The power of PDS liaison partnerships with schools and between PDS liaisons combined allow PDS work with schools to achieve even greater heights.

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**STEEL**

**Specialized Techniques to Engage Each Learner** stands for Manhattanville College School of Education’s unique cluster of program offerings in literacy and special education. STEEL fortifies teachers with specialized skills so that they can work with students’ diverse learning needs and challenging behaviors. STEEL builds teachers of strength with any one of its programs focused on literacy, special education, Applied Behavior Analysis, or multisensory, phonics-based instruction. Teachers of STEEL are the superheroes of P-12 classrooms!

To learn more about the STEEL programs, contact Alissa Wilson, Director of Graduate Admissions, at (914) 323-3150 or Alissa.Wilson@mville.edu.
Aristotle is said to have stated, “We are what we repeatedly do. Excellence, then is not an act but a habit.” I remind myself of this mantra nearly every day, but especially on days where I may feel overwhelmed or unmoored by the challenges ahead. Two years ago, my husband, Chris, gave me a journal for Valentine’s Day rooted in the Aristotelian belief that we are what we repeatedly do. Every morning I wake up and jot in my journal responses to the same three structured prompts:

- I am grateful for _________
- What would make my day great?
- I am _________

Every evening before bed I respond to the same two prompts:

- Three amazing things that happened today:
- How could I have made today even better?

Very quickly, this journal became a tool for finding my own happiness each day through the simple act of repeated reflection and the power of writing it down. I am grateful for a full night’s sleep and that I preset my coffee maker. What would make my day great is listening more often today before speaking. I am in awe of my children’s zest for drawing these days. I started to recognize patterns in the things I wrote about, and I noticed changes in my mindset in the ways I approached each day.

Did the journaling practice change the obstacles I faced? No. Did it change deadlines, setbacks, and disappointments? No. But, did the journaling change my mindset, relationships, and daily attitude? Yes. This structured journaling practice took less than five minutes each day but soon I started finding unexpected sources of happiness in my life and felt compelled to write them down. I found myself treating those around me, including colleagues and my own children, with greater compassion and empathy. I started to reflect more intentionally about moments of joy and moments of heartache. I began to realize that we all love someone and simultaneously we all struggle with something.

While many think of childhood as an idyllic time in one’s life, that is not the case for many children or even most. Even our youngest children make their way through the world each day full of hope but also with significant personal struggles. According to a 2016 survey by the National Survey of Children’s Health, nearly 35 million children have experienced one or more types of childhood trauma and nearly half of the nation’s children have experienced serious adverse childhood experiences such as parental divorce or separation, violence among adults in the home, living with someone who has a substance abuse problem, and economic hardship including difficulty to afford food and housing. Additionally, research from the National Survey of Children’s Health, the only national data source to evaluate the presence of anxiety and depression on a regular basis, found a 20 percent increase of diagnoses of anxiety between 2007 and 2012 for children ages 6 to 17. David Elkind (2007), author of The Power of Play: How Spontaneous, Imaginative Activities Lead to Happier, Healthier Children, writes, “At the first ever Surgeon General’s Conference on Children’s Mental Health in 2000, it was reported that ‘growing numbers of children are suffering needlessly because their emotional, behavioral and developmental needs are not being met by the very institutions that were explicitly created to take care of them.’ This may be the first generation of American children who are less healthy than their parents.” Of course, one such institution is school.

As I journaled my way towards happiness and began to read in the media and in research about the impact of happiness courses at elite institutions like Harvard, Yale, Stanford, and University of Pennsylvania, I started to wonder about the impact that this daily journaling practice could have on young people as well as on teachers. I began to wonder what it takes for happiness to be a regular sighting in classrooms, not by chance, but by design? I reached out to some of our Professional Development Schools to find teachers interested in partnering to embed the structured journaling routine into their classrooms as a place to start.

First at Mount Kisco Elementary School in the Bedford Central School District and then at Church Street School in White Plains, a small group of teachers were willing to join me in discovering what we could learn if third and fourth graders had access to this practice to grow their own sustainable roots of happiness. As with any writing practice, it is better if teachers engage in the kind of writing they ask students to do. So alongside their students, the teachers started to use the structured journaling routine. Some teachers reported that they found the routine helpful to developing their own positive mindset, which they could carry with them into their teaching. Others found it challenging but knew that if journaling about gratitude, personal affirmations, and what they looked forward
to each day was hard then it was something fundamentally important to commit to both for themselves and for their students.

As the research entered its second year, it became clear that it would be important to gain some understanding of the students’ sense of personal happiness before the journaling was introduced. I developed a questionnaire based on surveys from the Authentic Happiness Website from the University of Pennsylvania’s positive psychology program. After just 20 school days of journaling, students responded to the questionnaire again. Results show that they collectively responded with more Usually and Always responses to statements about looking forward to school; pride in themselves; gratitude for friends, family, and life; willingness to try something again; willingness to ask a question; and overall joy.

I have now had the privilege of engaging in my third year of research with children around this journaling practice and the teachers’ routines around the journaling has shifted every year as we learn more about what works and what doesn’t with nine- and ten-year-olds. In some classrooms, the children themselves owned the routine and reminded their classroom teacher when it was time to journal. Other classrooms incorporate the journaling as a part of morning meeting where students have the option to share out something they wrote that day. Others found that at some point the routine plateaued and students started to repeat themselves in their entries so they incorporated multimedia to renew energy for the routine using clips like will.i.am’s song “I Am” which he performed on Sesame Street.

The teachers and I found myriad responses that the children wrote including some things that were expected like: I am grateful for my mom; What would make my day great is going outside; and I am a good friend. The I am statements struck us the most, especially I am a miracle.; I am trying my best.; I am anxious.; and I am going to try to be nice. One student crossed out the “I am” and wrote in its place I can make it through the day. Nine- and ten-year-olds were giving us insight into their invisible thinking, their hopes, and their struggles. They were using writing as a way to engage in “self authoring” by thinking about the future, reflecting on the immediate past, and documenting their internal motivations. While a simple, structured journaling practice cannot put food on children’s dinner tables or guarantee safe housing, it appears to be a practice that can strengthen the roots for sustainable happiness in children’s lives. The act of journal writing can be more powerful than we may realize especially when it becomes a habit.

Finally, when thinking about the purpose of school and its role in supporting student happiness, I find myself asking: If not now, when? Listening to teachers and children tell me about their journals, I am reminded of F. Scott Fitzgerald whose words from The Great Gatsby echo my beliefs about the power of journaling and the promise of teaching towards student happiness: “You discover that your longings are universal longings, that you’re not lonely and isolated from anyone. You belong.” As a member of the faculty at Manhattanville’s School of Education for nine years, I consider myself enormously fortunate to be a member of a community where students and faculty alike can feel like they belong.

Dr. Katie Egan Cunningham is an Associate Professor in the Literacy and English Education Department at Manhattanville College. She is the author of Story: Still the Heart of Literacy Learning and co-author of Literacy Leadership in Changing Schools: Ten Keys for Successful Professional Development. Katie has a new book coming out this fall titled Start with Joy: Designing Literacy Instruction for Student Happiness. She is also the co-author of the children’s literature blog, The Classroom Bookshelf, which is part of the School Library Journal blog network. Katie teaches courses in children’s literature, literacy methods, new technologies, and literacy research.


Vicki Fantozzi and Katie Cunningham’s co-authored article “Countering the Peter Effect: Blogging About Children’s Literature in Teacher Education Classes” has been selected by a group of judges as the *Journal of Literacy Innovation*’s 2018 Article of the Year.


Ryan Fisk received the Amazing Person award for the NYS AHPERD (Association for Health, Physical Education, Recreation, and Dance) Technology Section, November 15, 2018.


Kristie Lynch was elected to be the NYS AHPERD (Association for Health, Physical Education, Recreation, and Dance) Health Education Section President, beginning in November 2019.

Love Is in the Air at Manhattanville’s Doctoral Program in Educational Leadership

It’s “all in the family” for six couples who are in or have completed the Manhattanville College School of Education’s doctoral program. We sat down with them to learn more about their academic and professional lives and how the doctoral program has been part of their relationships.

Jennifer and Brian Doherty
Jennifer and Brian Doherty were “meant to be,” as they say. Having started out as neighbors in their Bronxville apartment building, they both chose Manhattanville’s doctoral program due to its academic rigor, in-class learning medium, and cohort model. Despite being in the same cohort, Jenn and Brian are researching vastly different topics for their dissertations: Teachers Perceptions to Barriers to Play-Based Instruction in the Kindergarten Classroom, and The Role of Content, Pedagogical, and Technological Knowledge in Explaining Music Teacher Self-Efficacy, respectively. Brian recently completed his degree and received his hood in the May 2019 graduate commencement ceremony, and he sees his future self as a cultural arts director for a school district or teaching at the college level. Similarly, Jenn is hoping to teach at the college level after she finishes her dissertation.

Both currently work for the Yonkers Public Schools, with Jenn as the Director of Early Childhood Education and Brian as a general/vocal music teacher. Additionally, Brian is an accomplished professional drummer, having previously been part of the band “They Might Be Giants” and currently playing in the pit orchestra of the Broadway show, Waitress. Further, the two are super busy with a household of three children and a dog, and they are constantly striving to be role models for, and provide unique experiences to, their children.

Dulce and Jeremy Barker
Similar to the Dohertys, Dulce and Jeremy Barker were together in the same cohort during their studies in the doctoral program. Dulce and Jeremy met in high school and, many years later, both proceeded on to Manhattanville, where Dulce completed the School Building Leader/School District Leader certificate program and Jeremy completed the School District Leader certificate program. Their positive experiences in these programs encouraged them both to pursue the Ed.D. degree. The couple remarks that “it was exciting to re-enter school together 30 years after meeting in our junior year of high school. It was amazing to share this journey in the doctoral program together and we will always look back fondly on all of those hours of work at opposite ends of the dining room table!”

During their first two semesters in the program, Dulce and Jeremy crossed paths with two extraordinary professors. According to the couple, Dr. Kenneth Mitchell and Dr. Joanne Marien helped set the tone of excellence that resonated throughout the program. Dr. Mitchell was a great role model with his wide breadth of knowledge and experience, as well as his pragmatic advice on how to navigate the dissertation process. Dr. Marien brought out the best in both Dulce and Jeremy through high academic expectations and a personal connection. Thanks to the hard work and dedication of Dulce, Jeremy, and all professors involved in the doctoral program, Dulce defended her dissertation on bilingual education programs in February 2019, and Jeremy defended his dissertation on elementary teacher aide training in May 2019. Dulce is currently a middle school assistant principal in the Ossining Central School District and Jeremy recently took a new position as Assistant Superintendent for Personnel & Administration in the Mamaroneck Union Free School District. (Read more about Dr. Jeremy Barker’s accomplishments on page 14.)
**Jackie and Alex Levine**

Sparks flew when Jackie and Alex Levine met through mutual friends at a gathering in 2003, but they didn’t begin dating until a year later when Jackie had graduated from the University of Miami and had moved back to northern Westchester County in New York. Careers in teaching and education administration followed for both, and they were married in 2016. Alex is currently the principal of the Garrison School in Philipstown, NY and Jackie is the Coordinator of School Leadership and Marketing Services for Putnam/Northern Westchester BOCES.

Alex entered the Manhattanville doctoral program first, after attending an information session led by Renee Gargano, Assistant Director for the Doctoral Program in Educational Leadership. With classes offered close to home at the Putnam/Northern Westchester BOCES and with an attractive program structure, Alex joined Cohort 4 and his research is focused on the impact of middle school principals’ use of social media on students. Jackie followed along in Cohort 9 and is studying executive function skills as a primary component of highly effective teachers. They are looking forward to celebrating both Alex’s 40th birthday and his dissertation defense in 2019.

Jackie tells us, “We do a lot of our work on the weekends in separate quarters so we do not distract each other. However, we take breaks and come together, especially when we have Eureka! moments about research, or moments we learned about ourselves as writers/learners. Those are fun to share and laugh about. Sometimes we look at each other when discovering something that seems so basic or easy that we may have been overthinking, and we just shake our heads!”

**David Jacobs and Peter Vecchio**

In contrast to the Levines, David Jacobs and Peter Vecchio started their doctoral program together from day one as members of Cohort 6 in Fall 2014. In their first semester they had to rush their marriage ceremony, which was officiated by a radical ex-nun who happens to be David’s aunt, in order to get to one of their evening classes.

With both working in education, they decided to pursue their doctor of education degrees at the same time so that they could spend more time together working on something that they felt passionate about. Currently, while continuing their studies, Peter is the Chair of the Department of Marine Transportation at SUNY Maritime College and David is the Curriculum Coordinator of the Science 21 Program at Putnam/Northern Westchester BOCES.

David and Peter say they specifically chose Manhattanville’s doctoral program because it is not online. That being said, the pair actually originally met each other online through American Online (AOL). They are both from New Jersey but now live in the Stamford, Connecticut area.

**Lori and Kevin Roberts**

Lori and Kevin Roberts first met when they worked in the same group home for individuals with disabilities in Brooklyn. They married 15 months after, and thirty plus years later became the “Doctors Roberts” through the Manhattanville doctoral program. After a suggestion from friend and colleague Renee Gargano, Lori applied for the program. Kevin soon followed, as the couple agreed that going through the program together would allow them to more effectively support and encourage each other.

Lori and Kevin sat beside each other in almost every course they took and they used Sundays as “writing days” in their home. The Roberts emphasize that building a strong relationship with one’s dissertation chairperson is critical to succeeding in a doctoral program. With the guidance of Dr. Bob Monson, who was Lori’s dissertation chair, and Dr. Stephen Caldas, who served the same role for Kevin, the Roberts’ earned their Ed.D.s in May 2017 and January 2018, respectively.

The Roberts are proud to be the first married couple to graduate from the School of Education’s doctoral program! Kevin is now the Director of Field Placement and Certification for the School of Education at Manhattanville, and Lori is the principal of Crompond Elementary School in the Yorktown Central School District. The couple’s many years of love and support have not only earned each of them the title of Doctor, but also that of loving grandparent.
Melissa Gill and Kyle Grogan

Melissa and Kyle Grogan knew of the Manhattanville doctoral program through alumni emails, as Kyle had received his master of professional studies degree through Manhattanville’s Jump Start accelerated teacher training program. With both working as teachers and neither having held administrative positions, they entered the doctoral program with the thought of changing the trajectory of their careers. Together with Kyle’s best friend Roy, the couple was accepted into the program and have begun this “wonderful, daunting, and self-revealing journey.”

On undertaking this journey together, Kyle emphasizes he is grateful to be going through it with Melissa, saying “it’s hard to understand the amount of time and work it involves unless you’re in it.” Melissa agrees, describing that they work together, but in different workstations, on the weekend. These workstations reflect their optimal working settings: Melissa studies with classical music at the kitchen table, while Kyle works in the living room with The Beatles playing in the background. They frequently check in on each other, sharing words of encouragement and well knowing the worthwhile yet difficult tasks they are each accomplishing.

Recently married, Kyle teaches 5th grade at P.S. 96 in the Bronx, New York, and Melissa is a special education teacher at Katonah Elementary School in Katonah, NY.

Master of Arts in Teaching Program in Health Education

The Manhattanville College School of Education recently received approval from the New York State Department of Education to offer a Master of Arts in Teaching degree in Health Education. This graduate program will prepare teachers to improve health education, disease prevention, and health interventions for students, families, and communities.

The role of the health education teacher is pivotal in helping children develop the ability to make healthy behavior choices. The School of Education program has a comprehensive curriculum consisting of learning experiences where students foster desirable attitudes, choices, behaviors and practices related to vital health issues, including health and safety, community health, emotional health, substance abuse, human sexuality, environmental health, consumer health, nutrition, and personal health and fitness.

The Health Education M.A.T. program will emphasize pedagogy for skill acquisition for the awareness, education, and promotion of positive physical, emotional, and mental health behavior and strategies to encourage positive behavior change in all students. The curriculum is aligned with the American Association for Health Education (AAHE) Standards and New York State Learning Standards (NYSLS) in Health Education. Students who complete this 40-credit program will be able to apply for initial certification in Health (all grades) or for a professional certification in Health (all grades) if they already are certified.

To learn more about this program, contact Dr. Kristie Lynch, Assistant Professor, at (914) 323-1641 or Kristie.Lynch@mville.edu.
A Legacy Lives On Through the
Mary K. Humphreys Endowed Scholarship in
Special Education Program

In 2008, the Mary K. Humphreys Endowed Scholarship in Special Education was established by the Humphreys family in memory of alumna Mary K. Humphreys. Ms. Humphreys received both her bachelor’s degree in education and master’s degree in special education from Manhattanville College and dedicated her life in education to children with special needs. The scholarship is awarded annually to a graduate student who has demonstrated a passion for and sensitivity to the needs of children with special needs. These candidates personify the ideals, compassion, and work ethic of Mary K. Humphreys.

2019 Mary K. Humphreys Endowed Scholarship in Special Education Recipient:
Erin Cruikshank

Erin Cruikshank graduated from Manhattanville College in May 2019 with certifications in Childhood Education and Students with Disabilities (Grades 1-6). She recently wrapped up her student teaching semester in a 3rd grade integrated co-taught classroom, during which time she gained experience differentiating her teaching style to meet the needs of a diverse student population. Prior to studying at Manhattanville, Erin worked with students with many different strengths and needs during a two-year apprenticeship and as a behavioral therapist. She strongly believes that every child can learn and grow in the right environment, and she is passionate about helping each student she works with to achieve his or her potential. She is eager to continue her career in special education, and to put into practice what she has learned through her training at the Manhattanville School of Education.

2018 Mary K. Humphreys Endowed Scholarship in Special Education Recipient:
Kristie Trageser

2018 winner Kristie Trageser is starting her second year of teaching 3rd grade Special Education in an Integrated Co-Teach (ICT) classroom at Ridgeway Elementary School in the White Plains Public Schools District. The ICT program is only a few years old, and Kristie says “it is so meaningful to be part of such an important and relevant push for inclusion!” Kristie loves seeing the growth and opportunities that inclusion provides her students and she is excited to continue her career working in inclusive settings but also with students of diverse learning needs and backgrounds.
Prior to her current position, Kristie worked as a 2nd grade special education leave replacement teacher in a 12:1:1 special class in the Somers Central School District after having completed her student teaching in a kindergarten/first grade class at the George Washington Elementary School in White Plains. She plans to pursue her Wilson Level 1 Certification to provide a multisensory reading approach to her students.

2019 Mary K Humphreys Scholarship in Special Education Doctoral Dissertation Award Recipient:
Dr. Jeremy Barker

In 2019, an additional award was established by the Humphrey’s family to honor Mary K. Humphrey’s memory: The Mary K. Humphreys Scholarship in Special Education Doctoral Dissertation Award.

The inaugural award was presented in May 2019 to Dr. Jeremy Barker. Dr. Barker has spent over twenty-two years in public education, previously fulfilling the roles of elementary teacher, principal, director of human resources and, on July 1, 2019, assuming the role of Assistant Superintendent for Administration and Personnel in the Mamaroneck Union Free School District. Dr. Barker was a member of Cohort 8 of the Manhattanville Doctoral Program in Educational Leadership and successfully defended his dissertation in May 2019.

Dr. Barker’s doctoral research focused on the impact of training on elementary teacher aides. The recommendations from the study are expected to help close the training gap with teacher aides, especially for those working with students who have special needs. In addition to his doctoral research, one of Dr. Barker’s proudest professional accomplishments occurred during his tenure as an elementary principal in the Harrison Central School District, when he helped lead efforts to provide students with disabilities more access to less restrictive classroom environments through the implementation of a full K-5 continuum of integrated co-teaching.

The School of Education Alumni Board Invites Alumni to Become Members

The School of Education strives to create rich experiences for and cultivate strong relationship with its alumni. The SOE Alumni Board was formed in the fall of 2008 with the purpose of exploring ways in which alumni can reconnect with the School of Education to develop a mutually beneficial relationship. The Alumni Board meets quarterly and members serve in various capacities to provide important input and feedback for alumni programs and events.

Help us to create and develop ideas for your School of Education alumni community. Create the kind of alumni organization that you and your fellow alumni envision!
Contact Heidi Sakana, Assistant Dean for Community Outreach, at Heidi.Sakana@mville.edu for information on joining the Board.
Manhattanville College School of Education Professor Wins SHAPE America’s National Teacher of the Year 2019 Award

Physical education program adjunct professor, Donn Tobin, has been named the National Elementary Physical Education Teacher of the Year by the Society of Health and Physical Educators (SHAPE) America. The SHAPE America Teacher of the Year program recognizes outstanding teachers in physical education fields at the elementary, middle, and high school levels. This prestigious award is the highest honor a physical education teacher can receive in the United States.

Mr. Tobin is a physical education teacher in the Lakeview Elementary School in Mahopac, NY, and has been an adjunct professor at Manhattanville College for the past twelve years.

Earlier in the academic year, Mr. Tobin was named the 2019 District Teacher of the Year in Elementary Physical Education in the Eastern District, which geographically includes Connecticut, Delaware, District of Columbia, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Puerto Rico, Rhode Island, Vermont, and the Virgin Islands.

The mission of SHAPE America is to ensure that all children have the opportunity to lead healthy, physically active lives. As the nation’s largest membership organization of health and physical education professionals, SHAPE America works with its 50 state affiliates and national partners to support initiatives such as the Presidential Youth Fitness Program, Let’s Move! Active Schools and the Jump Rope for Heart/Hoops for Heart programs.

"Donn Tobin’s award as SHAPE America’s 2019 National Teacher of the Year speaks volumes about his commitment to the field of physical education," said Manhattanville School of Education Dean Shelley Wepner. "It also reflects his earnest desire to ensure that every Manhattanville student he teaches walks away with an understanding of how to best help PK-12 students be their physical best. This high honor for Tobin is also a high honor for Manhattanville’s School of Education and its physical education program."

"As a teacher of 22 years, with 12 of them at Manhattanville’s School of Education, I have been able to combine my love for children and athletics into a dynamic physical education program that brings together science, wellness, and fundamentals of child development," said Mr. Tobin, a Yorktown Heights, NY resident. "My goal is to inspire PE teachers and their students to live a life of healthy habits, maintain a commitment to exercise and a possess a can-do attitude that melds self-empowerment, appreciation for the human body and an understanding of the myriad benefits of an active lifestyle and athletic pursuits."

With a bachelor’s degree in physical education with a concentration in elementary education from the State University of New York College at Cortland, Tobin credits his father for encouraging him to become a teacher. Tobin also holds a master’s degree in school administration from Mercy College.

Manhattanville Dean Recognized for Commitment and Inspiration to Education

Manhattanville College School of Education dean and professor, Dr. Shelley B. Wepner, has been awarded the 2019 University of Pennsylvania Graduate School of Education (Penn GSE) Educator of the Year Award. This award honors an outstanding Penn GSE alumnus who demonstrates unusual involvement in and commitment to identifying and helping to resolve school problems and current issues in education. The recipient of this award is recognized to be a dedicated educator who is an inspiration, risk-taker, innovator, and role model. This award acknowledges the importance and impact of Dr. Wepner’s work, demonstrates her passion for education, and her consistent championing of empowering learners and educators.

Dr. Wepner received her Master’s Degree in 1974 and her Doctoral Degree in 1980, both from the University of Pennsylvania. She was a K-12 teacher and administrator for nine years in three school districts in New Jersey before becoming a faculty member and administrator in higher education. She was a faculty member and administrator at William Paterson University in Wayne, New Jersey, and Widener University in Chester, Pennsylvania before joining Manhattanville College's School of Education in 2004.
Completing a Professional Diploma in the School of Education’s School Building Leader/ School District Leader Educational Leadership program is a rigorous and intense process, with multiple internships, certification exams, and an exit portfolio required. For Lina Carolini-Cannavò, completing the program also required high energy and careful planning because she was pregnant towards the end of her coursework and while undertaking her building internship, and then she had a newborn and toddler at home while she completed her district and community internships. All this while also holding down a full-time job teaching both Italian and Spanish in the Rye Neck (NY) Union Free School District.

Lina entered the Educational Leadership program in order to transition from teaching into administration and was drawn to Manhattanville because of its excellent reputation in the area and the close-knit and supportive community in the program. “It’s the real work that we do, observing and shadowing, collaborating and finding out a little bit more behind the scenes that as a teacher we don’t see. I got to the point where there was something that was pushing me to be on the broader spectrum of what happens in education and as an educator. I wanted to make a difference and have a broader and bigger perspective.” she says.

Lina, who won the 2017 Educational Leadership Award, credits the support of her husband and family who helped her to achieve her goals and juggle the many responsibilities of interning, completing certification and applying for jobs. “I also had such understanding and supportive professors, classmates, and work colleagues who encouraged me along the way. It was not easy, but I think it gave me a little taste of how to handle larger responsibilities and a greater workload.” says Lina.

Manhattanville’s program and dedicated faculty played a key role in preparing Lina for her current position as Assistant Principal of Mamaroneck High School. When asked what she would tell others when recommending the School of Education, Lina says “The wealth of knowledge and advice I received is unmeasurable. It was refreshing to be able to share with classmates from surrounding districts similar experiences and to hear from experienced professionals from the field as our professors. Also, the variety of courses that are required in the program really equip students with a well-rounded education that sheds light on so many different facets of the work of an educational leader.”

Alumnus Spotlight:
Lina Carolini-Cannavò

It seems there can’t be enough hours in the day for all that recent Manhattanville graduate Alyssa Schmidt, B.A. ’19, was able to accomplish over her years at Manhattanville. On top of being a full-time student and holding a full-time job as billing, insurance and payroll specialist for STEPS Home Care, Alyssa has also been a wish granter for the Hudson Valley Chapter of the Make-A-Wish Foundation and a Walk Chair for the American Foundation for Suicide Prevention. She also manages to find time to coach soccer for the Red Bulls Youth Program on the weekends and pick up occasional childcare jobs. Since she was a little girl, she has always had a variety of interests and a desire to be a part of various things and it is evident that she wear many hats. She is a shining example of what it means to give back to the community above and beyond what is expected.

As a wish granter with Make-A-Wish Foundation, Alyssa meets with children and their families to plan their special wish, and then follows them on their journey to have that wish granted. “I put my all into every single wish I am involved with, and I get so much in return by seeing the smiles on the children’s faces.” says Alyssa. Being invited into families’ homes and taking part in such a special and personal event in their lives has given Alyssa a unique perspective on the lives that some children live outside school, and she feels it will influence her as a teacher. “I always want my students to know that coming to me is a safe place and that the classroom is a safe environment no matter what they are dealing with at home.” she says.

Likewise, Alyssa’s involvement with the American Foundation for Suicide Prevention (AFSP) is born from her desire to help others in need and to be a contributing member of society. After losing her paternal grandfather to suicide, Alyssa found that speaking about her experience helped in the healing process. She now desires to lead others along that path of healing by organizing and hosting the Out of the Darkness Community Walk in Putnam County, an event where people can gather in support and encouragement of one another.
“I never want anyone to feel they need to suffer in silence. People dealing with suicidal thoughts suffer, those who have lost loved ones suffer, friends suffer. But they do not have to suffer alone. Talking about mental health is important, and can save lives. I want people to know they are not alone, there is help and there are people out there who care. That is the message I hope to spread within my time at the AFSP” says Alyssa.

Alyssa’s student teaching field supervisor, Dr. Mary Coakley-Fields, points out that as Alyssa moves into a career in teaching, her community service work will positively influence “her goals as a teacher who cultivates socio-emotional skills, friendships between students, and a strong classroom community.” Alyssa is truly living out her chosen purpose in life, to help others and make a difference in people’s lives.

School of Education Alumni in The News

Dr. Jamaal Bowman, Ed.D.’19, was recently highlighted in a New York Times article entitled “Bronx Principal to Challenge Eliot Engel, Powerful House Democrat, From the Left” regarding his race for Congress. Dr. Bowman helped found and is the principal of the Cornerstone Academy for Social Action Middle School in the Bronx, NY.

Dr. Mary Keenan Foster, Ed.D.’18, received the 2018 Education Legacy Award from the Peekskill (NY) Area NAACP. Dr. Foster is the Assistant Superintendent for Elementary Education in the Peekskill City School District.

Physical Education and Sport Pedagogy graduate Sarah Morabito, MAT ’19, received a New York State Association of Health, Physical Education, Recreation and Dance Graduate Recognition award in November 2018. This award recognizes an outstanding health/PE/recreation/dance education student in a graduate program in New York State.

Cindi Parise ’10, MAT ’11, was named the 2018 Teacher of the Year by the New York State Association of Health, Physical Education, Recreation and Dance. Cindi is a dance and physical education teacher at Middletown High School in Middletown, NY, as well as an adjunct faculty member at Manhattanville College.

In April 2019, Stephanie Rein ’05, MAT ’06 presented on Teaching Global Competency Through Student Centered Learning at the Symposium on Challenges and Opportunities for Education in the 21st Century in Nanjing, China.

As coach of the Bedford (NY) Bears youth travel ice hockey team, Stacey Wierl, Advanced Certificate ’13, received the 2018 New York Rangers Emile Francis Award. This award recognizes a coach who exemplifies selfless community outreach, integrity and passion for the growth of youth hockey. Stacey is also an adjunct faculty member at Manhattanville College.
The Center for Career Development (CCD) at Manhattanville College is committed to providing students and alumni with lifelong career support throughout all stages of the career development process. In today’s competitive market, we are devoted to excellence through continuously improving our efforts to educate and prepare students and alumni to anticipate the future and become collaborative contributors in the world of work. We achieve this through individualized career exploration counseling, self-assessment, skill development, and utilizing internship and job search strategies that empower students to take ownership in their personal and professional success.

**How we help:**

1. Meet with our School of Education Liaison, Dora Moreira ‘14. Dora is the dedicated career counselor for School of Education students and alumni. Remember, our services are free for life!

2. Use our new online job board, Handshake. Handshake uses innovative technology to help you more easily connect with employers and source jobs, access event information, and read articles on career trends.

3. Attend our annual Education Career Fair. Every spring the Center for Career Development hosts a fair primarily for our education students to talk directly with education and non-profit representatives about their school and organization’s mission, culture, and hiring needs.

**Visit the Center for Career Development website at** [www.mville.edu/careers](http://www.mville.edu/careers) **to learn more about Handshake, upcoming events, and how the CCD can help you with your career.**
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School of Education Honor Roll

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